Internationalising the physiotherapy curriculum through a transnational collaborative digital learning project

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What’s this and why did it get students thinking?

Answers in a tweet to #Physio17
Internationalisation of the curriculum?

Sounds exotic, count me in
Internationalisation of the curriculum?

Sounds exotic, count me in

Not just

- Providing opportunities for foreign travel
- Considering needs of international students

Higher education should provide **all** students with:

- Global perspectives on their discipline
- Values and skills to operate in diverse cultural environments

(HEA 2014)

Exposure to difference is key to learning (Kahn & Agnew 2015)
The idea

Digital technology can facilitate deep philosophical discussions between people in different physical locations.

Ben Ellis @bendotellis

A bloke dressed as a fishmonger just knocked on my door asking if I want any fresh fish. Is this a thing? #doortodoorfish

29/04/2016, 13:31

Shoib @shoi... · 29/04/2016
Replying to @bendotellis
@bendotellis Cod well be 😂

1 1

Jon Room @J... · 29/04/2016
@shoib1 @bendotellis I'd have battered him...

2 1

Alun Bonello · 29/04/2016
@jonroom @shoib1 @bendotellis I can't think of any more fish puns so if you think of one let minnow 🐟

Alun Bonello · 29/04/2016
@jonroom @shoib1 @bendotellis you're kraken m up #doortodoorfish

Becca Knowles · 29/04/2016
Replying to @Alun_Bonello @Alun_Bonello @jonroom @shoib1 @bendotellis Did you need time to mullet over?

1 1 1
The project

- Small groups of physio students from 7 countries paired together
- Video conferences presenting the management of a complex trauma case study in each group’s context
- Discussion of similarities and differences in approach
- Video recorded plenary session summarising key learning from each pairing
Each group presented, for their healthcare context:

1. The role of the physiotherapist at 4 stages of the patient’s rehabilitation
2. How the patient’s health and social care needs were met at each stage of rehabilitation (and any gaps)
Stage 2 - Video conference

Using Adobe Connect / Skype

Both groups presented their case study, then asked questions and discussed similarities and differences.
Stage 3 - Summarise & feedback

Each OBU group presented 3 slides summarising their video conference & answered questions, this was recorded and shared with the other institutions via the project website.

3 main things we learned

1. Friends and family act as the healthcare assistants/cultural
   - Food
   - Sheets
   - Clothing
   - Medications
   - Personal care

2. Manual therapies
   - No use of IPPB
   - Use vibes/acbt and other manual therapies

3. Financial dependence
   - Limited free healthcare
   - Medications not included
   - Certain surgical options excluded
### 3 main things we learned

<table>
<thead>
<tr>
<th>1</th>
<th>Friends and family act as healthcare assistants</th>
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We broadened accessibility of an international perspective...

Do you have any previous experience of another country's healthcare system?

(37 responses)

- No: 62.2%
- Yes: 37.8%
Achieved the learning objectives...

<table>
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<tr>
<th>Question</th>
<th>Median (IQR)</th>
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<td>...aware of the differences in the scope of physiotherapy practice in different countries' healthcare systems?</td>
<td>8 (7-10)</td>
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<tr>
<td>...aware of the differences in healthcare provision in different countries?</td>
<td>9 (7-10)</td>
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<td>...reflect on your future role as a physiotherapist in your country's healthcare system?</td>
<td>8 (7-9)</td>
</tr>
<tr>
<td>...reflect on the strengths and weaknesses of how your country's healthcare system is organised?</td>
<td>8 (7-9)</td>
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And made students think about the case study differently…

By discussing a complex patient's case with students from another country did you discover alternative approaches to management for this case? (40 responses)

- Yes: 80%
- No: 20%
(which they liked!)

<table>
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<th>Evaluation questions</th>
<th>/10</th>
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<td>Overall how much did you enjoy taking part in this project?</td>
<td>9 (7-10)</td>
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<td>Do you think increasing this kind of experience during your study would improve your learning?</td>
<td>8 (7-10)</td>
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Discussion

Students uncovered and discussed different perspectives easily, using freely available digital technology

But... Limited synthesis and consensus building

Solution

Additional collaborative task aimed at re-centering following perspective shift (De Vita 2001) to stimulate transformative learning (Clifford & Montgomery 2015)
Limitations

Post-task evaluation only able to evaluate student reaction to the learning task

Solution

- Pre-post survey of attitudes developed for current run of the project
- Focus group interviews planned to gain richer qualitative data
So what about the glove?
Big thank you to

Guillaume Christe (HESAV)

Haute Ecole de Sante Vaud, Switzerland
Mbarara University of Science and Technology, Uganda
Bangladesh Health Professions Institute, Bangladesh
Universita Degli Studi G. d'Annunzio Chieti-Pescara, Italy
Fatima College of Health Sciences, Abu Dhabi
M.S.Ramaiah Medical College, India.

References


